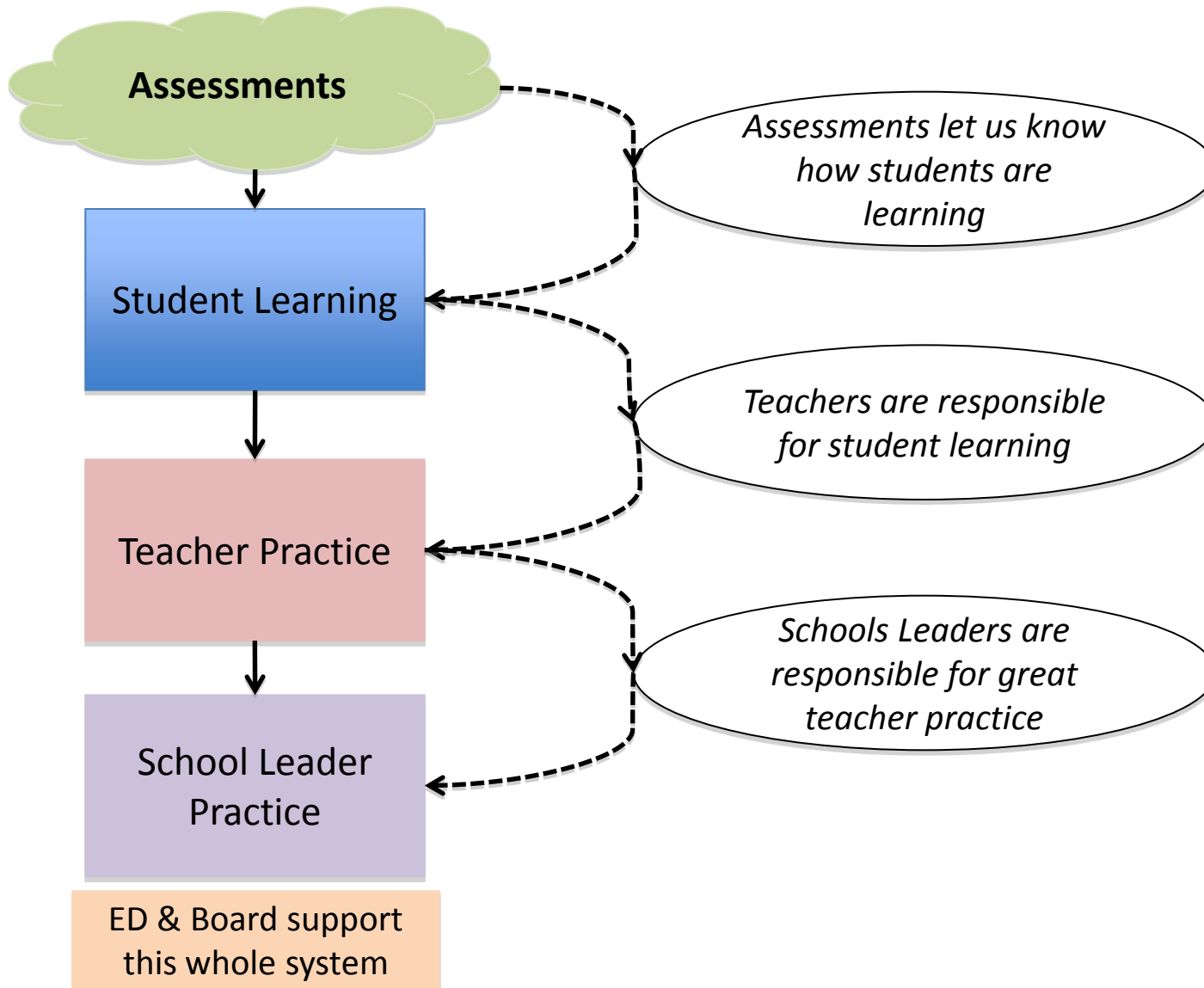
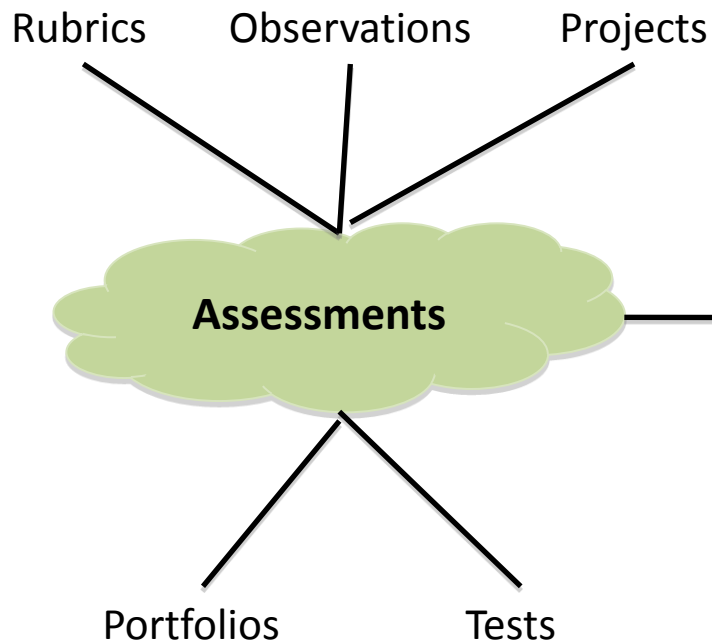


# THE UNDERLYING THEORY OF ACTION WHICH INFORMS OUR APPROACH TO AN EDUCATION SYSTEM



# QUALITY ASSESSMENTS DRIVE THIS ENTIRE PROCESS



To be useful, assessments must be:

- CLEAR (we all know what they are)
- CONSISTENT (across teachers)
- COMPREHENSIVE (assessing everything taught)
- ALIGNED (assessing the level of mastery or rigor that is expected i.e. not too easy; not too hard)

*So long as the assessments meet these criteria, the schools are free to choose whatever assessments they deem appropriate*

Our quality control as the ED/Board is the CST. If the Assessments are giving us wildly different results, we know the assessments are not sufficient to meaningfully inform our teachers or school leaders

OUR ABILITY TO GO FROM GOOD TO GREAT RESTS ON OUR ABILITY TO USE STUDENT LEARNING TO RAPIDLY AND MEANINGFULLY INFORM THE PRACTICE OF THE ADULTS

